



Geography – Curriculum Progression

	Mapping and fieldwork	People (social)	Place	Locational knowledge	Climate and Weather
Year R	Map is 2D; aerial views. Story maps with symbols	Where do you live and where do other people live? Where do people live and why do they need homes?	Naming features in stories e.g., River, forest, path, cave, village	Identifying Graffham School on a map of Graffham.	Wearing clothing appropriate to the weather. Naming different kinds of weather. Impact of weather on people and animals.
Year 1	Directions-up/down/L/R. Mapping local area and places of work on local map. Interior maps and floor plans, simple sketches; mapping school in relation to other local places.	Why do people move for work? Migration	Names of continents and oceans. Ice caps and poles. Icebergs. Hot and cold places.	Naming place in topic e.g., Arctic in Hot and Cold; Australia. Recap of Graffham and places on a map that they know.	Seasons and their impact and changes. Cold and hot weather
Year 2	Interior maps and floor plans, simple sketches; mapping school in relation to other local places. Directions and compass points- Newman of the UK– colour coding maps. A journey through the UK.	What is the difference between rural and urban life? Why do people move? E.g., Australian fires	Urban and rural cities and villages.	Countries of the Ku and their capital cities. Our local area– Graffham/Duncton/Petworth/Midhurst	Our local climate and weather. The water cycle in our local area.
Year 3	4 fig grid references; Cross sections and elevations. Simple grids and symbols on maps e.g., Rivers. Local OS maps. Compass points/reading and map with a compass.	How has the land been used in the past e.g., Fuel and agriculture; How have places changed over time? (London)	Upland places– mountains and moorlands.	Places that are being worked on in other topics e.g., Historical places; Location knowledge– West Sussex	Deserts and need to have water.



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Year 4	<p>Topographical features on a map. 4 fig grid references. Mapping own locations globally. The equator on maps. Contours on maps. Revisit 4 fig grid references. Finding your way out of the forest using 8 points of the compass</p>	<p>Migration 1 Movement of people across the world. (Beliefs and faith)</p>	<p>Power of the Planet topic Impact of the power of the globe on settlements. Volcanoes and tectonic plates</p>	<p>Deeper knowledge of specific place. Identify places on a map e.g., Amazon, South America, other nearby countries as appropriate.</p>	<p>Biomes in the tropics and impact on people. Rainforests and the changes happening. Begin to link to people and rivers.</p>
Year 5	<p>Using compass points to circumnavigate the globe– latitude and longitude. Digital mapping. Comparing types of maps– OS map and different types of map projection globally. How maps were created through exploration; comparing past to present.</p>	<p>Migration 2 Exploration and the impact on the landscape. Migration through invasion over time</p>	<p>Power of the Planet topic - Rivers or Coasts</p>	<p>Countries in the world that have an impact on the children (link to History topic)</p>	<p>Impacts of climate change in one place</p>



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Year 6	To be able to Map change in a place e.g., Migration. How has the movement of people changed maps and borders over time? To be able to Link compass points to latitude and longitude/ GPS systems/digital maps and 6 figure grids referencing. How have people who are lost know their location on land or sea?	To know and discuss the impact of nature on human settlements e.g., Rivers, floods. Natural disasters (could be something that is in the news or having an impact linked to another key area such as climate change or migration)	To know the key features of Coasts and to know the changes that have been made through place and time, discuss these and make links to the reasons for them.	To have a thorough knowledge of the River Rother and places along its course. (Specific places linked to topic globally)	To be able to discuss the Impact of changes in weather in a place they know e.g., River flooding; Impact of climate change in a global context
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